

2007  
Spring  
Cluster Leader  
Scoring Training  
Print Materials\*

**\*Please download and bring these materials with you to your cluster leader training session.**

**2007 Cluster Leader Scoring Training**  
**Print Materials**

In this file, you will find these materials. Please print copies of the packet for use during your cluster leader training session.

1. Cluster Leader two-day training agenda
2. Six-hour agenda
3. Three-hour agenda
4. Reflection sheet
5. Double-entry journal
6. Chart—analytical vs. holistic scoring
7. Kentucky Writing Scoring Rubric (need 4 copies)
8. Four-box chart (Categories of Writing)
9. Score Report Form
10. Cluster Leader Paperwork/Duties
11. Cluster Leader and DAC responsibilities
12. Quality Control Procedures
13. Quality Control Record
14. Table Leader Procedures
15. Table Leader Record
16. Principal's Confirmation of Proper Quality Control Measures Form
17. Accumulation Form
18. Telecast Viewing Guide
19. Telecast air dates

## Cluster Leader Scoring Training Agenda

### DAY ONE

#### Welcome and overview of the 2-day session

- Distribute the agendas for 6-hour and 3-hour training
- Introduce use of **double-entry journal** during the training today

#### Discussion Rules (All referenced pages are in Part 2 of the *Kentucky Writing Handbook*)

- Discuss holistic versus analytical scoring (pg. 2) (view telecast)
- Review “Discussion Rules for Scorers” (pg. 14)
- Discuss objectivity issues/bias (pg. 9)

#### Scoring Tools

- Activity to review categories of writing and their characteristics (4-box handout)
- Activity to review criteria for poetry (12-13)
- Activity to review criteria for informative/technical (all grade levels) and analytical writing (12 grade only) ( pg. 10-11, handout of criteria for analytical writing)
- Review scoring rubric using the anchor papers (rubric on pages 25-26) and introduce use of the score report form (pg. 9 - Appendix A)
  - CONTENT
    - Review the scoring rubric language (content only) ( view telecast)
    - Read the anchor papers for CONTENT
    - Discuss the indicators in each cell
    - Score the CONTENT of a piece in the **first training** portfolio (literary or transactive)
    - Discuss the rationale for the CONTENT score of that piece
  - STRUCTURE
    - Review the scoring rubric language (structure only) (view telecast)
    - Read the anchor papers for STRUCTURE
    - Discuss the indicators in each cell
    - Score the STRUCTURE of the same piece in the **training** portfolio
    - Discuss the rationale for the STRUCTURE score of that piece
  - CONVENTIONS
    - Review the scoring rubric language (conventions only) (view telecast)
    - Read the anchor papers for CONVENTIONS
    - Discuss the indicators in each cell
    - Score the CONVENTIONS of the same piece in the **training** portfolio
    - Discuss the rationale for the CONVENTIONS score of that piece

#### Scoring Process

- Review the scoring process for a whole portfolio (use flowchart-pg. 3) (view telecast)
- Score the remainder of the pieces in the **training** portfolio using the process outlined in the flowchart (use the same score report form from above)
- Review and discuss the rationale for the pieces in the training portfolio
- Score the **first practice** portfolio
- Review and discuss the rationale for the pieces in the portfolio
- Additional scoring concerns
  - Complete and incomplete portfolios (pages 18-20)
  - Alerts (pages 16-17 and page 11 in Appendix A)

**EXIT SLIP** (participants record questions from double entry journal related to today's session)

## DAY TWO

- Address questions from participant's **exit slips** (double entry journal)
- Score **second training portfolio** using the procedure from day one (small and large group discussion)
- Score **second practice portfolio** (small and large group discussion)
- Discuss scoring paperwork/duties (checklist) for cluster leader/scoring facilitator (**view telecast**)
- Discuss ways to structure scoring sessions (**pages 4-8** Be sure to address clarification of what is meant by "classroom teacher primarily responsible for overseeing completion of a portfolio," the specifics of double-blind scoring, and "controlled setting.") (**view telecast**)
- Review "Code of Ethics for Writing Portfolios" (**pg. 15**)
- Review use of quality control portfolios during actual scoring at the school level (**pg. 7, handouts: Quality Control Procedures, Quality Control Record, Principal's Quality Control Portfolios Confirmation Sheet**) (**view telecast**)
- Review use of table leader read-behinds (**pg. 7, handouts: Table Leader Read-Behind Procedures, Table Leader Record**)
- Discuss use of analysis form on (**pg. 10 in Appendix A**), Score Report Form, and Portfolio Scoring Accumulation Form (**view telecast**)
- Discuss finding non-adjacent scores (**view telecast**)
- Discuss who to contact if issues arise during scoring sessions (**point out Appendix B: "Frequently Asked Questions about Scoring"**)
- Review sample agenda for 3-hour training

Reflection Form

## Portfolio Scoring Training 6- hour Agenda

### Attendance Paperwork

### Discussion Rules (All referenced pages are in Part 2 of the *Kentucky Writing Handbook*)

- Discuss holistic versus analytical scoring ( **pg.2**)
- Review “Discussion Rules for Scorers” ( **pg. 14**)
- Discuss objectivity issues/bias ( **pg. 9**)

### Scoring Tools

- Review categories of writing and their characteristics (**handout**)
- Review how to apply the criteria to poetry and analytical/technical writing ( **pg. 10-13**)
- Review scoring rubric using the anchor papers (**rubric on pages 25-26**) and introduce use of the score report form (**pg. 9 in Appendix A**)
  - CONTENT
    - Review the scoring rubric language (content only)
    - Read the anchor papers for CONTENT
    - Discuss the indicators in each cell
    - Score the CONTENT of a piece in the **first training** portfolio (literary or transactive)
    - Discuss the rationale for the CONTENT score of that piece
  - STRUCTURE
    - Review the scoring rubric language (structure only)
    - Read the anchor papers for STRUCTURE
    - Discuss the indicators in each cell
    - Score the STRUCTURE of the same piece in the **training** portfolio
    - Discuss the rationale for the STRUCTURE score of that piece
  - CONVENTIONS
    - Review the scoring rubric language (conventions only)
    - Read the anchor papers for CONVENTIONS
    - Discuss the indicators in each cell
    - Score the CONVENTIONS of the same piece in the **training** portfolio
    - Discuss the rationale for the CONVENTIONS score of that piece

### Scoring Process

- Review the scoring process for a whole portfolio (**use flowchart-pg. 3**)
- Score the remainder of the pieces in the **training** portfolio using the process outlined in the flowchart (use the same score report form from above)
- Review and discuss the rationale for the pieces in the training portfolio
- Score the **first practice** portfolio
- Review and discuss the rationale for the pieces in the portfolio

### Scoring Concerns

- Complete and incomplete portfolios (**pages 18-20**)
- Alerts (**pages 16-17 and page 11 in Appendix A**)

### Extra Practice

- Score **second training portfolio** as needed
- Score **second practice portfolio** as needed

**Portfolio Scoring Training**  
**3- hour Agenda**  
**3- hour Training; 3- hour Preparation**

Attendance Paperwork

***All the bullets under the Discussion Rules must be reviewed and discussed on the day of the scoring and is not included in the 3- hour training.***

Discussion Rules **(All referenced pages are in Part 2 of the Kentucky Writing Handbook)**

- Discuss holistic versus analytical scoring (pg.2)
- Review “Discussion Rules for Scorers” (pg. 14)
- Discuss objectivity issues/bias (pg. 9)

Scoring Tools

- Activity to review categories of writing and their characteristics (**4-box handout**)
- Activity to review criteria for poetry
- Activity to review criteria for informative/technical (all grade levels) and analytical writing (12 grade only) ( **pg. 10-13**)
- Review scoring rubric using the anchor papers (**rubric on pages 25-26**) and introduce use of the score report form (**pg. 9 - Appendix A**)
  - CONTENT
    - Review the scoring rubric language (content only)
    - Read the anchor papers for CONTENT
    - Discuss the indicators in each cell
    - Score the CONTENT of a piece in the **first training** portfolio (literary or transactive)
    - Discuss the rationale for the CONTENT score of that piece
  - STRUCTURE
    - Review the scoring rubric language (structure only)
    - Read the anchor papers for STRUCTURE
    - Discuss the indicators in each cell
    - Score the STRUCTURE of the same piece in the **training** portfolio
    - Discuss the rationale for the STRUCTURE score of that piece
  - CONVENTIONS
    - Review the scoring rubric language (conventions only)
    - Read the anchor papers for CONVENTIONS
    - Discuss the indicators in each cell
    - Score the CONVENTIONS of the same piece in the **training** portfolio
    - Discuss the rationale for the CONVENTIONS score of that piece

Scoring Process

- Review the scoring process for a whole portfolio (**use flowchart-pg. 3**)
- Score the remainder of the pieces in the **training** portfolio using the process outlined in the flowchart (use the same score report form from above)
- Review and discuss the rationale for the pieces in the training portfolio
- Score the **first practice** portfolio
- Review and discuss the rationale for the pieces in the portfolio

***All the bullets under the Scoring Concerns must be reviewed and discussed on the day of the scoring and is not included in the 3- hour training.***

**Scoring Concerns**

- ***Complete and incomplete portfolios (pages 18-20)***
- ***Alerts (pages 16-17 and page 11 - Appendix A)***

**Extra Practice**

- **Score second training portfolio** as needed
- **Score second practice portfolio** as needed

**The 3- hour preparation will include viewing the telecast, reading the anchor papers(with reference to the scoring rubric), and reading the training and practice portfolios used in the 6- hour agenda. The scorer must complete and return the reflective handout with all questions answered. The responses written on the handout should be addressed during the 3-hour training.**

***In order to receive the 6 hours for professional development, the scorer must complete the reflective handout and return it to the cluster leader. However, it is a district decision on the number of hours of professional development that they will grant.***

## **Portfolio Scoring Training**

### **3- hour Preparation Reflection Sheet**

*In order to receive the 6 hours for professional development, the scorer must complete the guiding questions on this handout and return it to the cluster leader. However, it is a district decision on how many hours of professional development they will grant.*

The 3- hour preparation includes viewing the telecast, reading the anchor papers( Scorers must review the indicators in each cell on the scoring rubric before reading an anchor paper for that cell.), and reading the training and practice portfolios used in the 6- hour agenda. The scorer must complete and return the reflective handout with all questions answered. The responses written on the handout will be addressed during the 3-hour training.

#### **Question #1**

After viewing this telecast, which subdomain (content, structure, conventions) do you still have questions or concerns about? Please list your questions.

#### **Question #2**

After reading all anchor papers and reviewing the indicators in each cell on the scoring rubric, what language in the indicators do you still need clarified?



**Question #3**

**After reading the training portfolio, which category of writing( reflective, personal expressive/literary, transactive) do you still have questions about? What are those questions?**

**Question #4**

**After reading the practice portfolio, which category of writing( reflective, personal expressive/literary, transactive) do you still have questions about? What are those questions?**

# Double- Entry Journal

Name: \_\_\_\_\_

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<b>Scoring Components</b>	<b>Analytical Scoring</b>	<b>Holistic Scoring</b>
Procedure	<ol style="list-style-type: none"> <li>1. Read each piece in the portfolio</li> <li>2. Assign a number score for each subdomain (content, structure, conventions)</li> <li>3. Have the portfolio go through a double-blind scoring (third reader if needed)</li> <li>4. Calculate a composite score for the whole portfolio (average of all the readers' scores) and then assign a performance level (N, A, P, D) based on the cut scores table</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the whole portfolio</li> <li>2. Different scoring options allowed for a variety in the number of scorers (1-5 scorers)</li> <li>3. Determine a performance level through resolution discussion (N, A, P, D)</li> </ol>
Tools	Kentucky Scoring Rubric ✓ Anchor Papers	Kentucky Holistic Guide ✓ Benchmark (pieces and portfolios) ✓ Exemplar portfolios ✓ High-end portfolios
Criteria	purpose, audience, idea development, organization, sentence, language, correctness	purpose, audience, idea development, organization, sentence, language, correctness
Training	6-hour training recommended 3-hour training mandated	6-hour training recommended 3-hour training mandated
Reporting Scores	<ul style="list-style-type: none"> <li>▪ Score Report Form (scorer)</li> <li>▪ Accumulation Form (scoring facilitator)</li> <li>▪ Data Entry Computer Application (DAC/district personnel)</li> <li>▪ Upload to KDE secure site (DAC)</li> </ul>	<ul style="list-style-type: none"> <li>▪ School data sheet (cluster leader/ BAC)</li> <li>▪ District data sheet (DAC)</li> <li>▪ Bubbling in test booklet forms (cluster leader/ scoring team)</li> <li>▪ Returning test forms/ booklets to DAC (BAC)</li> <li>▪ Returning test forms/ booklets to KDE (DAC)</li> </ul>

## Kentucky Writing Scoring Rubric

0	1	2	3	4
CONTENT				
Purpose and Audience; Idea Development and Support				
<p>The writing:</p> <input type="checkbox"/> Lacks purpose	<p>The writing:</p> <input type="checkbox"/> Attempts to establish a general purpose; lacks focus	<p>The writing:</p> <input type="checkbox"/> Attempts to establish and maintain a narrowed purpose; some lapses in focus	<p>The writing:</p> <input type="checkbox"/> Establishes and maintains an authentic focused purpose throughout	<p>The writing:</p> <input type="checkbox"/> Establishes and maintains an authentic and insightful focused purpose throughout
<input type="checkbox"/> Lacks awareness of audience	<input type="checkbox"/> Indicates limited awareness of audience's needs	<input type="checkbox"/> Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone	<input type="checkbox"/> Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone	<input type="checkbox"/> Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone
<input type="checkbox"/> Lacks idea development; may provide random details	<input type="checkbox"/> Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre	<input type="checkbox"/> Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre	<input type="checkbox"/> Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre	<input type="checkbox"/> Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre
0	1	2	3	4
STRUCTURE				
Organization: unity and coherence; Sentences: structure and length				
<p>The writing:</p> <input type="checkbox"/> Demonstrates random organization	<p>The writing:</p> <input type="checkbox"/> Demonstrates ineffective or weak organization	<p>The writing:</p> <input type="checkbox"/> Demonstrates logical organization with lapses in coherence	<p>The writing:</p> <input type="checkbox"/> Demonstrates logical, coherent organization	<p>The writing:</p> <input type="checkbox"/> Demonstrates careful and/or subtle organization that enhances the purpose
<input type="checkbox"/> Lacks transitional elements	<input type="checkbox"/> Demonstrates limited and/or ineffective transitional elements	<input type="checkbox"/> Demonstrates some effective transitional elements	<input type="checkbox"/> Demonstrates logical, effective transitional elements throughout	<input type="checkbox"/> Demonstrates varied and subtle transitional elements throughout
<input type="checkbox"/> Demonstrates incorrect sentence structure throughout	<input type="checkbox"/> Demonstrates some ineffective or incorrect sentence structure	<input type="checkbox"/> Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure	<input type="checkbox"/> Demonstrates control and variety in sentence structure	<input type="checkbox"/> Demonstrates control, variety and complexity in sentence structure to enhance meaning
0	1	2	3	4
CONVENTIONS				
Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation				
	<p>The writing:</p> <input type="checkbox"/> Demonstrates lack of control in grammar and usage	<p>The writing:</p> <input type="checkbox"/> Demonstrates some control of grammar and usage with some errors that do not interfere with communication	<p>The writing:</p> <input type="checkbox"/> Demonstrates control of grammar and usage relative to length and complexity	<p>The writing:</p> <input type="checkbox"/> Demonstrates control of grammar and usage to enhance meaning
	<input type="checkbox"/> Demonstrates incorrect or ineffective word choice	<input type="checkbox"/> Demonstrates simplistic and/or imprecise word choice	<input type="checkbox"/> Demonstrates acceptable word choice appropriate for audience and purpose	<input type="checkbox"/> Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose
	<input type="checkbox"/> Demonstrates lack of control in correctness	<input type="checkbox"/> Demonstrates some control of correctness with some errors that do not interfere with communication	<input type="checkbox"/> Demonstrates control of correctness relative to length and complexity	<input type="checkbox"/> Demonstrates control of correctness to enhance communication

## Kentucky Writing Scoring Rubric

Scoring Criteria	Complete/Incomplete Portfolios
<p><b>Purpose/Audience:</b> The degree to which the writer maintains a focused purpose to communicate with an audience by</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrowing the topic to establish a focus</li> <li><input type="checkbox"/> Analyzing and addressing the needs of the intended audience</li> <li><input type="checkbox"/> Adhering to the characteristics of the form (e.g., format, organization)</li> <li><input type="checkbox"/> Employing a suitable tone</li> <li><input type="checkbox"/> Allowing a voice to emerge when appropriate</li> </ul>	<p><b>A portfolio is incomplete if it does not contain</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>A table of contents page* which indicates the following:</b> <ul style="list-style-type: none"> <li>• <b>Required writing in each category</b> (reflective, personal <b>or</b> literary, transactive, transactive with analytical or technical focus [12<sup>th</sup> grade only])</li> <li>• <b>Required number of pieces in each category</b> <ul style="list-style-type: none"> <li>○ <b>4<sup>th</sup> grade</b>—3 pieces (1 in each category)</li> <li>○ <b>7<sup>th</sup> grade</b>—3 pieces (1 in each category)</li> <li>○ <b>12<sup>th</sup> grade</b>—4 pieces (1 in each category)</li> </ul> </li> <li>• <b>Required number of content pieces identified by content area class</b> <ul style="list-style-type: none"> <li>○ <b>4<sup>th</sup> grade</b>—no content piece is required to be identified</li> <li>○ <b>7<sup>th</sup> and 12<sup>th</sup></b>—one content piece other than English/language arts identified by content area class</li> </ul> </li> </ul> </li> <li><input type="checkbox"/> <b>A signed Student Signature Sheet</b></li> </ul>
<p><b>Idea Development/Support:</b> The degree to which the writer develops and supports main ideas and deepens the audience’s understanding by using</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Logical, justified and suitable explanation</li> <li><input type="checkbox"/> Relevant elaboration</li> <li><input type="checkbox"/> Related connections and reflections</li> <li><input type="checkbox"/> Idea development strategies appropriate for the form (e.g., bulleted lists, definitions)</li> </ul>	<p><b>A portfolio is also incomplete if any piece</b></p> <ul style="list-style-type: none"> <li>• is proven to be <b>plagiarized</b></li> <li>• is different from those listed in the <b>Table of Contents</b></li> <li>• is written in a <b>language other than English</b></li> <li>• demonstrates <b>only computational skills</b></li> <li>• consists of <b>only diagrams or drawings</b></li> <li>• represents a <b>group entry</b></li> </ul> <p><b>*Use of the Table of Contents page in the Kentucky Writing Handbook is recommended.</b></p>
<p><b>Organization:</b> The degree to which the writer creates unity and coherence to accomplish the focused purpose by</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engaging the audience and establishing a context for reading</li> <li><input type="checkbox"/> Placing ideas and support in a meaningful order</li> <li><input type="checkbox"/> Guiding the reader through the piece with transitions and transitional elements</li> <li><input type="checkbox"/> Providing effective closures</li> </ul>	<p><b>If a portfolio contains too many pieces, remove the first piece that may be removed without making the portfolio incomplete. Repeat this process until the portfolio contains the correct total number of pieces, the correct number of content pieces, and the correct number of pieces in each category.</b></p>
<p><b>Sentences:</b> The degree to which the writer creates effective sentences that are</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Varied in structure and length</li> <li><input type="checkbox"/> Constructed effectively</li> <li><input type="checkbox"/> Complete and correct</li> </ul>	
<p><b>Language:</b> The degree to which the writer demonstrates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Word choice <ul style="list-style-type: none"> <li>• Strong verbs and nouns</li> <li>• Concrete and/or sensory details</li> <li>• Language appropriate to the content, purpose and audience</li> </ul> </li> <li><input type="checkbox"/> Concise use of language</li> <li><input type="checkbox"/> Correct grammar/usage</li> </ul>	
<p><b>Correctness:</b> The degree to which the writer demonstrates</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Correct spelling, punctuation and capitalization</li> <li><input type="checkbox"/> Appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)</li> </ul>	

## CATEGORIES OF WRITING

REFLECTIVE	PERSONAL/EXPRESSIVE
<p>An analysis and evaluation of personal progress in writing through literacy</p> <p>The writing...</p> <ul style="list-style-type: none"> <li>• Contemplates his/her literacy experience</li> <li>• Analyzes own strengths and areas of growth in writing</li> <li>• Allows the content to determine the form and audience</li> <li>• Analyzes and addresses needs of the intended audience</li> <li>• Speaks directly to the audience</li> <li>• Develops the connection between growth as a reader and skills as a writer</li> <li>• Analyzes the connections</li> <li>• Supports claims with personal experience about self through insight</li> <li>• Organizes the connections logically, effectively, using paragraphing, transitions, a variety of sentences, etc.</li> <li>• Uses grammar and word choice that is appropriate for purpose and audience</li> </ul>	<p><b>Narrative</b>-focuses on a significant single event</p> <p><b>Memoir</b>-focuses on the significance of a relationship with an individual person, place, animal, or thing</p> <p><b>Essay</b>-focuses on a central idea about the writer or the writer's life</p> <p>The writing...</p> <ul style="list-style-type: none"> <li>• Establishes the significance of one event, relationship, or central idea</li> <li>• Communicates the significance (impact) and/or leaves the reader with a single impression</li> <li>• Develops ideas by using relevant/specific details from personal experiences</li> <li>• Shows emotions, thoughts and/or insight through descriptions as appropriate</li> <li>• Uses dialogue as appropriate</li> <li>• Uses grammar and word choice that is appropriate for purpose and audience</li> </ul>

SSID # \_\_\_\_\_

Reader 1 2 3 (circle one)

Reader ID \_\_\_\_\_

Grade Level: 4 7 12

**Instructions:** As you read each piece, record your score for each subdomain (content, structure, conventions) in the boxes indicated. You may elect to check the "Content Area" line to identify the content requirement (if applicable).

Reflective	Personal/Literary	Transactive	Transactive with an analytical or technical focus (12 <sup>th</sup> only)
Content area _____	Content area _____	Content area _____	Content area _____
<b>Content</b>	<b>Content</b>	<b>Content</b>	<b>Content</b>
Purpose ____ Audience ____ Idea Dev. ____	Purpose ____ Audience ____ Idea Dev. ____	Purpose ____ Audience ____ Idea Dev. ____	Purpose ____ Audience ____ Idea Dev. ____
Most frequent score (0-4) <input type="checkbox"/>	Most frequent score (0-4) <input type="checkbox"/>	Most frequent score (0-4) <input type="checkbox"/>	Most frequent score (0-4) <input type="checkbox"/>
<b>Structure</b>	<b>Structure</b>	<b>Structure</b>	<b>Structure</b>
Organization ____ Transitions ____ Sentence Structure ____	Organization ____ Transitions ____ Sentence Structure ____	Organization ____ Transitions ____ Sentence Structure ____	Organization ____ Transitions ____ Sentence Structure ____
Most frequent score (0-4) <input type="checkbox"/>	Most frequent score (0-4) <input type="checkbox"/>	Most frequent score (0-4) <input type="checkbox"/>	Most frequent score (0-4) <input type="checkbox"/>
<b>Conventions</b>	<b>Conventions</b>	<b>Conventions</b>	<b>Conventions</b>
Grammar ____ Word Choice ____ Correctness ____	Grammar ____ Word Choice ____ Correctness ____	Grammar ____ Word Choice ____ Correctness ____	Grammar ____ Word Choice ____ Correctness ____
Most frequent score (1-4) <input type="checkbox"/>	Most frequent score (1-4) <input type="checkbox"/>	Most frequent score (1-4) <input type="checkbox"/>	Most frequent score (1-4) <input type="checkbox"/>

*The composite scores for portfolios will be calculated using the KDE spreadsheet provided to each district with testing materials. A designated district person is responsible for recording the data into the spreadsheet to calculate composite scores.*

### Incomplete Portfolios, circle item(s)

[MISSING PIECES] A portfolio is incomplete if it does not contain

- A table of contents page which indicates the following:
  - Required writing in each category (reflective, personal or literary, transactive, transactive with analytical or technical focus [12<sup>th</sup> grade only])
  - Required number of pieces in each category
    - 4<sup>th</sup> grade—3 pieces (1 in each category)
    - 7<sup>th</sup> grade—3 pieces (1 in each category)
    - 12<sup>th</sup> grade—4 pieces (1 in each category)
- A signed Student Signature Sheet

[MISSING CONTENT AREA REQUIREMENT] Required number of content pieces identified by content area class

- 4<sup>th</sup> grade—no content piece is required to be identified
- 7<sup>th</sup> and 12<sup>th</sup>—one content piece other than English/language arts identified by content area class

[PLAGIARISM] is proven to be plagiarized

[OTHER]

- is different from those listed in the **Table of Contents**
- is written in a language other than **English**
- demonstrates **only computational skills**
- consists of **only diagrams or drawings**
- represents a **group entry**

SSID # \_\_\_\_\_

Reader 1 2 3 (circle one)

Reader ID \_\_\_\_\_

Grade Level: 4 7 12

**Instructions:** As you read each piece, record your score for each subdomain (content, structure, conventions) in the boxes indicated. You may elect to check the "Content Area" line to identify the content requirement (if applicable).

Reflective	Personal/Literary	Transactive	Transactive with an analytical or technical focus (12 <sup>th</sup> only)
Content area _____	Content area _____	Content area _____	Content area _____
<b>Content</b>	<b>Content</b>	<b>Content</b>	<b>Content</b>
Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>	Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>	Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>	Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>
<b>Structure</b>	<b>Structure</b>	<b>Structure</b>	<b>Structure</b>
Organization ____ Transitions ____ Sentence Structure ____  Most frequent score (0-4) <input type="checkbox"/>	Organization ____ Transitions ____ Sentence Structure ____  Most frequent score (0-4) <input type="checkbox"/>	Organization ____ Transitions ____ Sentence Structure ____  Most frequent score (0-4) <input type="checkbox"/>	Organization ____ Transitions ____ Sentence Structure ____  Most frequent score (0-4) <input type="checkbox"/>
<b>Conventions</b>	<b>Conventions</b>	<b>Conventions</b>	<b>Conventions</b>
Grammar ____ Word Choice ____ Correctness ____  Most frequent score (1-4) <input type="checkbox"/>	Grammar ____ Word Choice ____ Correctness ____  Most frequent score (1-4) <input type="checkbox"/>	Grammar ____ Word Choice ____ Correctness ____  Most frequent score (1-4) <input type="checkbox"/>	Grammar ____ Word Choice ____ Correctness ____  Most frequent score (1-4) <input type="checkbox"/>

*The composite scores for portfolios will be calculated using the KDE spreadsheet provided to each district with testing materials. A designated district person is responsible for recording the data into the spreadsheet to calculate composite scores.*

### Incomplete Portfolios, circle item(s)

[MISSING PIECES] A portfolio is incomplete if it does not contain

- A table of contents page which indicates the following:
  - Required writing in each category (reflective, personal or literary, transactive, transactive with analytical or technical focus [12<sup>th</sup> grade only])
  - Required number of pieces in each category
    - 4<sup>th</sup> grade—3 pieces (1 in each category)
    - 7<sup>th</sup> grade—3 pieces (1 in each category)
    - 12<sup>th</sup> grade—4 pieces (1 in each category)
- A signed Student Signature Sheet

[MISSING CONTENT AREA REQUIREMENT] Required number of content pieces identified by content area class

- 4<sup>th</sup> grade—no content piece is required to be identified
- 7<sup>th</sup> and 12<sup>th</sup>—one content piece other than English/language arts identified by content area class

[PLAGIARISM] is proven to be plagiarized

[OTHER]

- is different from those listed in the **Table of Contents**
- is written in a language other than **English**
- demonstrates **only computational skills**
- consists of **only diagrams or drawings**
- represents a **group entry**



SSID # \_\_\_\_\_

Reader 1 2 3 (circle one)

Reader ID \_\_\_\_\_

Grade Level: 4 7 12

**Instructions:** As you read each piece, record your score for each subdomain (content, structure, conventions) in the boxes indicated. You may elect to check the "Content Area" line to identify the content requirement (if applicable).

Reflective	Personal/Literary	Transactive	Transactive with an analytical or technical focus (12 <sup>th</sup> only)
Content area _____	Content area _____	Content area _____	Content area _____
<b>Content</b>	<b>Content</b>	<b>Content</b>	<b>Content</b>
Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>	Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>	Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>	Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>
<b>Structure</b>	<b>Structure</b>	<b>Structure</b>	<b>Structure</b>
Organization ____ Transitions ____ Sentence Structure ____  Most frequent score (0-4) <input type="checkbox"/>	Organization ____ Transitions ____ Sentence Structure ____  Most frequent score (0-4) <input type="checkbox"/>	Organization ____ Transitions ____ Sentence Structure ____  Most frequent score (0-4) <input type="checkbox"/>	Organization ____ Transitions ____ Sentence Structure ____  Most frequent score (0-4) <input type="checkbox"/>
<b>Conventions</b>	<b>Conventions</b>	<b>Conventions</b>	<b>Conventions</b>
Grammar ____ Word Choice ____ Correctness ____  Most frequent score (1-4) <input type="checkbox"/>	Grammar ____ Word Choice ____ Correctness ____  Most frequent score (1-4) <input type="checkbox"/>	Grammar ____ Word Choice ____ Correctness ____  Most frequent score (1-4) <input type="checkbox"/>	Grammar ____ Word Choice ____ Correctness ____  Most frequent score (1-4) <input type="checkbox"/>

*The composite scores for portfolios will be calculated using the KDE spreadsheet provided to each district with testing materials. A designated district person is responsible for recording the data into the spreadsheet to calculate composite scores.*

### Incomplete Portfolios, circle item(s)

[MISSING PIECES] A portfolio is incomplete if it does not contain

- A table of contents page which indicates the following:
  - Required writing in each category (reflective, personal or literary, transactive, transactive with analytical or technical focus [12<sup>th</sup> grade only])
  - Required number of pieces in each category
    - 4<sup>th</sup> grade—3 pieces (1 in each category)
    - 7<sup>th</sup> grade—3 pieces (1 in each category)
    - 12<sup>th</sup> grade—4 pieces (1 in each category)
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SSID # \_\_\_\_\_

Reader 1 2 3 (circle one)

Reader ID \_\_\_\_\_

Grade Level: 4 7 12

**Instructions:** As you read each piece, record your score for each subdomain (content, structure, conventions) in the boxes indicated. You may elect to check the "Content Area" line to identify the content requirement (if applicable).

Reflective	Personal/Literary	Transactive	Transactive with an analytical or technical focus (12 <sup>th</sup> only)
Content area _____	Content area _____	Content area _____	Content area _____
<b>Content</b>	<b>Content</b>	<b>Content</b>	<b>Content</b>
Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>	Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>	Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>	Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>
<b>Structure</b>	<b>Structure</b>	<b>Structure</b>	<b>Structure</b>
Organization ____ Transitions ____ Sentence Structure ____  Most frequent score (0-4) <input type="checkbox"/>	Organization ____ Transitions ____ Sentence Structure ____  Most frequent score (0-4) <input type="checkbox"/>	Organization ____ Transitions ____ Sentence Structure ____  Most frequent score (0-4) <input type="checkbox"/>	Organization ____ Transitions ____ Sentence Structure ____  Most frequent score (0-4) <input type="checkbox"/>
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Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>	Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>	Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>	Purpose ____ Audience ____ Idea Dev. ____  Most frequent score (0-4) <input type="checkbox"/>
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## CLUSTER LEADER PAPERWORK/DUTIES

SCORING TRAINING	SCORING SESSION
<ul style="list-style-type: none"> <li>○ Score form (4xs per scorer)</li> <li>○ Rubric (1 per scorer)</li> <li>○ Anchor Papers (1 copy of full set per scorer)</li> <li>○ Applying the Criteria of Effective Real-World Writing to Informative and Technical Writing (1 copy per scorer)</li> <li>○ Applying the Criteria of Effective Writing to Poetry</li> <li>○ 2 Training Portfolios (1 copy per scorer)</li> <li>○ 2 Practice Portfolios (1 copy per scorer)</li> <li>○ Post-It Notes</li> <li>○ PowerPoint</li> <li>○ LCD</li> <li>○ VCR</li> <li>○ TV</li> <li>○ KDE Scoring Telecast/Video</li> </ul>	<ul style="list-style-type: none"> <li>○ Score form (3xs per portfolio)</li> <li>○ Rubric (multiple copies based on scorer's needs)</li> <li>○ Anchor Papers (1 copy of full set per scorer)</li> <li>○ Applying the Criteria of Effective Real-World Writing to Informative and Technical Writing (1 per scorer)</li> <li>○ Applying the Criteria of Effective Writing to Poetry (1 per scorer)</li> <li>○ Portfolio Scoring Accumulation form (at least 1 copy per # of portfolios)</li> <li>○ 3 Quality Control Portfolios (1 copy of each per scorer)</li> <li>○ Quality Control Portfolio Procedures (1 for cluster leader/facilitator)</li> <li>○ Quality Control Record (1 per scorer)</li> <li>○ Table Leader Read-Behind Procedures (1 for cluster leader/facilitator) (optional)</li> <li>○ Table Leader Read-Behind Record (1 per scorer) (optional)</li> <li>○ SSID numbers from DAC (1 for cluster leader/facilitator)</li> <li>○ Quality Control Steps (1 for cluster leader/facilitator)</li> <li>○ Post-It Notes</li> </ul>

### Cluster Leader/Facilitator's Duties

- Contact BAC/DAC for SSID numbers and labels and Quality Control Portfolios at least a week before scoring
- Have appropriate grade level teachers to put SSID labels on portfolios and complete students' information on the Portfolio Scoring Accumulation form
- Train scorers
- Facilitate scoring session
- Have appropriate number of copies of materials needed for both sessions made

## CLUSTER LEADERS/DACS PAPERWORK/DUTIES SCORING WRITING PORTFOLIOS

CLUSTER LEADERS	DACS
<p>Will have the appropriate number of forms below copied</p> <ul style="list-style-type: none"> <li>○ Score form (3xs per portfolio)</li> <li>○ Rubric (2xs per scorer)</li> <li>○ Anchor Papers (1 copy of full set per scorer)</li> <li>○ Applying the Criteria of Effective Real-World Writing to Informative and Technical Writing (1 per scorer)</li> <li>○ Applying the Criteria of Effective Writing to Poetry (1 per scorer)</li> <li>○ Portfolio Scoring Accumulation form (at least one copy for each portfolio)</li> <li>○ 3 Quality Control Portfolios (1 copy of each per scorer)</li> <li>○ Quality Control Record form (1 for cluster leader/scoring facilitator)</li> <li>○ Quality Control Steps (1 for cluster leader/facilitator)</li> <li>○ Principal's Quality Control Portfolio Confirmation sheet</li> <li>○ Post-It Notes</li> </ul> <p>Other duties</p> <ul style="list-style-type: none"> <li>○ Contact DAC at least a week before scoring for SSID numbers and labels</li> <li>○ Have appropriate grade level teachers to put SSID labels on portfolios and complete students' information on the Portfolio Scoring Accumulation form</li> <li>○ Contact DAC at least a week before scoring for Quality Control Portfolios</li> <li>○ Have KDE Scoring video recorded</li> <li>○ Train scorers</li> <li>○ Facilitate scoring session</li> <li>○ Return all copies of Quality Control Portfolios to DAC</li> <li>○ Return Portfolio Scoring Accumulation forms to DAC</li> <li>○ Return Quality Control Record to DAC</li> <li>○ Store scored portfolios along with Score Report forms in secured place</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicate with BACS/Cluster Leaders for scoring dates</li> <li>○ Supply Cluster Leaders with SSID numbers and labels at least one week before scoring</li> <li>○ Supply Cluster Leaders with Quality Control Portfolios (may make needed # of copies if possible) at least one week before scoring</li> <li>○ Select designee(s) other than cluster leader for entering scoring data (for large districts, designees may enter data separately for different schools at district level location, but must for merge files into one)</li> <li>○ Collect Portfolio Scoring Accumulation forms from Cluster Leaders</li> <li>○ Enter or facilitate the entering of data</li> <li>○ Upload Date Files to OAA</li> <li>○ Keep Portfolio Scoring Accumulation forms on file</li> <li>○ Collect Quality Control Portfolios, Quality Control Record and Principal's Quality Control Portfolio Confirmation sheet from Cluster Leaders and store in secured place</li> <li>○ Notify Cluster Leaders of audit selection</li> <li>○ Facilitate copying and mailing of audited portfolios to testing contractor</li> <li>○ Share audit reports with schools</li> </ul> <p>These duties have Office of Assessment and Accountability approval.</p>

## QUALITY CONTROL PORTFOLIO PROCEDURES

Quality Control Portfolios are **secure** portfolios that have preassigned scores by the Scoring Accuracy Assurance Team. These are used to bring scorers back to the language of the rubric in any subdomain during the scoring of portfolios. The use of the Quality Control Portfolios is **mandated** by the Kentucky Department of Education.

### General Directions

- Schools should reproduce enough copies of the Quality Control Portfolios so that all scorers will be able to read and score them at the same time, allowing for a short discussion of the portfolios and the scoring criteria and rationale when all scores have been turned in. The elementary and middle school will have three Quality Control Portfolios and the high school will have four. This means that the Cluster Leader/Scoring Facilitator will have nine (elem. and middle) and 12 (high school) Quality Control Portfolio **pieces** to use for the quality control procedure. **Cluster Leaders must designate 1 whole portfolio (three pieces for elem. and middle, four pieces for high school) that will be used with the whole group.**
- The use of the Quality Control Portfolio piece **must** take place after the initial recalibration at the beginning of each scoring session and either after a long break or after lunch again. In addition, schools with proven accuracy use the quality control procedure mid-morning and mid-afternoon in an all-day scoring session.
- Scores from the quality control procedure must be recorded **each** time on the Quality Control Record and sent to the DACS. Cluster Leaders should keep a copy of the record as well.
- Besides using the mandated Quality Control Portfolio Procedures during the scoring of the portfolios, the use of table leaders may be initiated. This has proven beneficial to larger schools.

### Steps

1. **One piece** (example-reflective) from a Quality Control Portfolio will be used after initial recalibration at the **beginning of each** scoring session. The subdomain scores (content, structure, conventions) must be **exact or adjacent**.
2. The Cluster Leader/Scoring Facilitator on the Quality Control Portfolio Record will record the scorer's scores.
3. Discussion will follow using the rationale and rubric.
4. If everyone scores the piece from the Quality Control Portfolio with exact or adjacent subdomain scores, scoring of the live portfolios may begin.
5. If any scorer **has one or more of the subdomains' scores nonadjacent (two or more points) in the piece** (example-content from the reflective), then they will need to discuss with the Cluster Leader/Scoring Facilitator the rubric and the Anchor Papers from the subdomain that was nonadjacent. A **second piece** (example-literary) from the Quality Control Portfolio will be scored by the scorer. His/her scores will be recorded on the Quality Control Record. Scorers may begin scoring if Quality Control piece is **exact or adjacent in each subdomain**.
6. The scoring director can monitor the scoring of team members that had nonadjacent scores of the Quality Control Portfolio piece by having them to read another Quality Control piece after scoring **at least five portfolios**. Record the subdomain scores on the Quality Control Portfolio Record. If **any** of the subdomain scores are **non-adjacent** from that piece, discuss the rationale, score, and Anchor Paper of the nonadjacent subdomain. Have the scorer to read **one more** Quality Control Portfolio piece. Record the subdomain scores. Scorers may **continue scoring** if Quality Control piece is **exact or adjacent** in each subdomain.

**All copies of the Quality Control Portfolios and the Quality Control Portfolio Record are to be sent back to the DACS after scoring session ends, to be stored with other secure assessment materials.**

**QUALITY CONTROL PORTFOLIOS RECORD**  
**DATE OF SCORING SESSION** \_\_\_\_\_

**Scorer's Name** \_\_\_\_\_

[illegible]

## TABLE LEADER READ-BEHIND PROCEDURES

Besides using the mandated Quality Control Portfolio Procedures during the scoring of portfolios, another quality control component **may** be added with the use of table leaders. This is especially beneficial to large districts.

### General Instructions

- Table leaders are chosen from the most experienced and accurate scorers to “read behind” the scorers at their tables (4-5 scorers per table).
- Cluster Leaders will direct table leaders to **read at least 1 piece from every one or two portfolios** of the scorers to ensure consistency. **Two of the three subdomain** scores must be **exact or adjacent** with the table leader’s scores.
- The table leader should choose the piece for “read-behinds” **at random** from each scorer’s finished stack and should provide a **“blind” read/scoring**. The read-behinds function as a quality control measure.
- If the table leader’s score is **nonadjacent in any subdomains** with the scorer’s score, the table leader will discuss and clarify the score using the rubric with the reader, outside the scoring area. **It is important to note that this table leader’s score is not one of the two required scores for accountability purposes. The table leader’s score is a quality control measure.**
- The table leader will monitor the scorer by reading **another piece** after the scorer has scored another portfolio. If the table leader disagrees with subdomain scores of the scorer **again**, the **Cluster Leader** will discuss the rubric and Anchor Papers that pertain to the nonadjacent scores of the scorer. A **Quality Control Portfolio piece** will be scored by the scorer. The score **will be recorded** on the **Quality Control Record**. The scorer may continue scoring if subdomain scores are exact or adjacent. If nonadjacent scores occur, measures may be taken to assign the scorer to other duties in the scoring room.
- Table leaders should keep records of **all original and read-behind** scores on the **Table Leader Read-Behind Record**. The record will **be kept by the Cluster Leader** for future reference.



**TABLE LEADER READ-BEHIND RECORD**  
**DATE OF SCORING SESSION**

**Table Leader's Name**

**Scorer's Name** \_\_\_\_\_

[illegible]

**Commonwealth Accountability Testing System  
PRINCIPAL'S CONFIRMATION OF PROPER QUALITY  
CONTROL MEASURES FOR THE SCORING OF WRITING  
PORTFOLIOS**

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

District Name: \_\_\_\_\_ District Code: \_\_\_\_\_

I certify that

- Writing portfolio scoring training was delivered to all scorers and documented. Documentation and copies of the scorers' signatures are on file with the Writing Cluster Leader.
- Writing portfolio scoring was conducted after the scoring training was completed. Documentation and copies of scorer's signatures are on file with the Writing Cluster Leader.
- Writing Portfolios were scored using double-blind scoring during the scoring session.
- The Quality Control Portfolio Procedures were utilized throughout the scoring session. The Quality Control Portfolio Records are on file with the District Assessment Coordinator.
- All Quality Control Portfolios were returned to the District Assessment Coordinator.
- Everyone involved in the scoring of writing portfolios read and signed the Code of Ethics for Writing Portfolios. Documentation and copies of scorer's signatures are on file with the Building Assessment Coordinator/District Assessment Coordinator.
- I have informed the District Assessment Coordinator of any inappropriate scoring procedures.

Principal's Signature: \_\_\_\_\_

Date signed: \_\_\_\_\_

**Deliver this form to your District Assessment Coordinator or Building Assessment Coordinator.**

## Portfolio Scoring Accumulation Sheet

\* Label Here \*

State   
 Student ID:

Last Name:

First Name:

MI:

Date of Birth MM DD YYYY

4 / 7 / 12  
 Grade Level:

Tested District

Tested School

Accountable District

Accountable School

### Incomplete Reasons

(Check all that apply)

	Rd1	Rd2	Rd3
Missing Pieces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Missing Content Area Requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plagiarism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Exclusions: (Check all that apply)

<input type="checkbox"/>	Foreign Exchange Student
<input type="checkbox"/>	Participates in AP per KDE policy
<input type="checkbox"/>	Expelled and not receiving services
<input type="checkbox"/>	Enrolled in KY public schools or districts for less than a full academic year
<input type="checkbox"/>	LEP student has not been in an English language instructional environment for at least two full school years

(Revised 01/05/2007)

Rd 1 ID	Rd 2 ID	RD 3 ID

### Reflective

	Reader 1	Reader 2	Reader 3
Content			
Structure			
Conventions			

### Personal / Literary

	Reader 1	Reader 2	Reader 3
Content			
Structure			
Conventions			

### Transactive

	Reader 1	Reader 2	Reader 3
Content			
Structure			
Conventions			

12th grade only	Transactive w/Anal. Or Tech.		
	Reader 1	Reader 2	Reader 3
Content			
Structure			
Conventions			

**2007 Kentucky Writing Portfolio Scoring Telecast  
Viewing Guide  
Segment One—for Cluster Leaders and Scoring Teams**

Introduction

Differences in Analytical vs. Holistic Scoring

Review of *Kentucky Writing Scoring Rubric*

Language of the Scoring Rubric

- Content
  
  
  
  
  
  
  
  
  
- Structure
  
  
  
  
  
  
  
  
  
- Conventions

Modeling: Scoring a Portfolio

**2007 Kentucky Writing Portfolio Scoring Telecast  
Viewing Guide  
Segment Two—for Cluster Leaders**

Introduction

Responsibilities of Cluster Leaders during scoring training

Responsibilities of Cluster Leaders during scoring sessions

Structuring a Scoring Session

Use of Quality Control Portfolios

The Use of Forms

- Analysis form
- Score Report Form
- Accumulation Form

Modeling: Determining a Third Reader

## *2007 Kentucky Writing Portfolios Scoring*

### *Telecast Airing Dates*

*KET 3*

*Select one of the airing dates and have the telecast taped.*

*Thursday, February 22 at 4:00 ET/3:00 pm CT (1 hour)*

*Friday, February 23 at 4:00 ET/3:00 am CT (1 hour) EARLY MORNING*

*Tuesday, February 27 at 5:30 ET/4:30 pm CT (1 hour)*

*Wednesday, February 28 at 2:30 ET/1:30 pm CT (1 hour)*

*Thursday, March 1 at 4:00 ET/3:00 pm CT (1 hour)*

*Tuesday, March 6 at 4:00 ET/3:00 pm CT (1 hour)*

*Wednesday, March 7 at 5:00 ET/4:00 am CT (1 hour) EARLY MORNING*

*Friday, March 9 at 3:40 ET/2:40 pm CT (1 hour)*

*\*KET will add more airings later in March and early April. These dates will be announced in the DAC email and CLEM as soon as they are set.*

*You may access the materials for the Spring Cluster Leader training at the following link:*

*<http://www.education.ky.gov/KDE/Instructional+Resources/High+School/English+Language+Arts/Writing/default.htm>*